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number of topics treated will make the book very valuable for reference, and the general inductive method of attack should give it a wide adoption as a text. It is especially well printed and neatly bound.

CHARLES J. PIEPER

UNIVERSITY HIGH SCHOOL
UNIVERSITY OF CHICAGO

A History of England and Greater Britain. By ARTHUR LYON CROSS.
New York: Macmillan, 1914. Pp. xiii+1165.

A glance at this volume invites a comparison of it with Green's one-volume edition and Gardiner's *A Student's History of England*, rather than with the numerous brief histories of England that have been published within recent years. Professor Cross has somewhat exceeded the amount of material in the works just mentioned by title. His page and type are both larger than those in the volumes of Green and Gardiner. This volume is not illustrated. The maps (all full-page size) are only thirteen in number.

One of the most admirable features of this work is the direct, animated style. Short sentences abound. The reader feels that both intellectual strength and mastery of the subject were behind the work of composition. As a consequence, interest never lags. The author has enhanced the attractiveness of his story by including many anecdotes, quotations, and scraps of conversation drawn from the large stock of such materials available in English history. His characterizations of the chief actors in English history are also of interest. The great men and women of this story stand out with strong individualities plainly marked.

While the narrative is chiefly that of a political organization, the social, industrial, religious, and artistic phases are not neglected. The term "Greater Britain" in the title does not indicate a particularly full treatment of American colonial history; nor is the history of the empire expanded to a degree that would be desirable. However, considerable attention is paid to American affairs, and in this connection some errors occur: the date of the Sugar Act was 1764, not 1763 (p. 751); the Venezuelan boundary dispute was not settled by the commission that President Cleveland appointed (p. 1028).

Professor Cross does not neglect to point out the significance of events, or to trace the development of institutions. He gives clear explanations, adapted for American readers, of peculiar British institutions. The volume, while many will think it too large to serve as a text, will therefore be of service as a book of reference in high schools and colleges.

At the end of each chapter is a reference list classified under such headings as Narrative, Constitutional, Ecclesiastical, Biography, Sources. Here standard works and special histories are mentioned; in many cases particular

chapters in the works of reference are selected for note. The index of 72 pages is a commendable feature of the work.

This history is modern in spirit and treatment, accurate in scholarship, and pleasing in style.

A. H. SANFORD

STATE NORMAL SCHOOL
LA CROSSE, WIS.

The Mental Health of the School Child. By J. E. WALLACE WALLIN.
Yale University Press, 1914. Pp. ix+463. \$2.00.

This book may be called a reference book concerning what is being done for the diagnosis and treatment of mental deficiency in children. The book is composed of papers and articles which are here reprinted, and as a consequence there is no systematic organization of the subjects which are considered. The central topic of the various chapters of the book may be said to be clinical psychology. The author devotes considerable space to the description of this new science and to its differentiation from psychiatry, psychology, medicine, etc. He describes in detail the qualifications of a clinical psychologist and the opportunities and duties of such a person. A survey is made of the various institutions connected with universities, public-school systems, juvenile courts, etc., in which some attempt is made to carry on the work of clinical psychology.

Besides various chapters on this topic, a number of more general subjects are considered. A chapter is given to the relation between hereditary and environmental factors in producing mental deficiency, another to a discussion of methods of increasing human efficiency, and a group of chapters are devoted to the description of physical defects and their bearing on mental development. In various places a great deal of detailed information is given regarding the provisions which are made in various parts of the United States for backward and feeble-minded children. At the end is given a detailed scheme for the clinical study of exceptional children.

F. N. FREEMAN

SCHOOL OF EDUCATION
UNIVERSITY OF CHICAGO

The Education of Karl Witte. By J. H. F. KARL WITTE. Translated by LEO WIENER, and edited by H. ADDINGTON BRUCE. New York, 1914. Pp. xl+312.

A century ago an obscure German pastor made an experiment in the education of his son and recorded his method and the results in the book which is here translated into English. The method laid great stress upon education from the earliest months, on the encouragement of the impulse of inquiry and the habit of a thorough understanding of everything which became the subject of thought, and on the most painstaking supervision of every detail of the